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ABSTRACT

Enrollments in the Los Angeles Community College District (LACCD) have been affected by the area's slow local economy, shrinking aerospace and defense industries, the recent major earthquake, and the threat of more proposed fee increases. Since 1981-82, full-time equivalent (FTE) enrollments in the district have fluctuated. In 1993-94, both fall and spring enrollments declined from the previous 2 years, due mainly to losses in new students and Bachelor's Degree holders. The fall 1993 new student population is 75% of that in fall 1992, while the number of Bachelor's Degree holders is less than two-fifths of the number from 2 years ago. The LACCD's recent downward enrollment trend is contrary to the expanding source of college students. Some possible causes of the enrollment declines include a lack of sufficient entry-level English and math classes, which are pre- or co-requisites of almost all programs; and disproportionately low graduation and transfer rates for Hispanic students, who represent the main source of students. Without effective enrollment strategies, such as specifically designed recruitment strategies, educational programs, and support services, the LACCD may lose another 5,000 FTE students in the next 2 years. (KP)

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ED 372 802

Office of Research and Planning

RISING TO THE ENROLLMENT CHALLENGE

An Examination of LACCD Student Characteristics and The District Area Population

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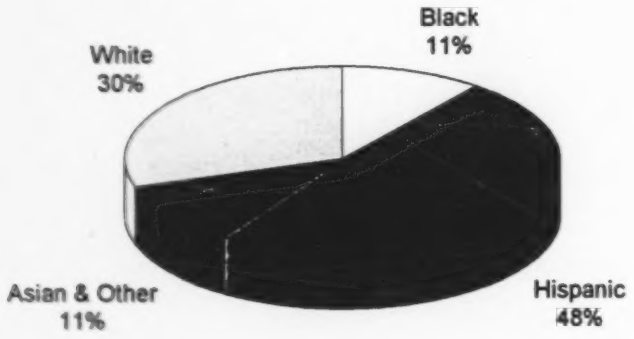
District Area Population Age 18-35



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July 1994

Educational Services Division
Los Angeles Community College District

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RISING TO THE ENROLLMENT CHALLENGE

An Examination of LACCD Student Characteristics and The District Area Population

by

Dr. May Kuang-chi Chen

Director
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Office of Attendance Accounting

July 1994

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RISING TO THE ENROLLMENT CHALLENGE

EXECUTIVE SUMMARY

Enrollment in the Los Angeles Community College District (LACCD) continues to be one of the top concerns of the decision-makers in the district. In this report, the author attempts to generate a short-term enrollment projection and examine some enrollment management factors, based on actual data.

. A 15-year trend (1981-1995) of the LACCD's Full-Time Equivalent Student (FTES) suggests a "roller coaster" pattern: the district's FTES dropped from 84,000 in 1981-82 to 57,000 in 1985-86, then slowly climbed back to 71,500 in 1991-92. However, the Spring 1993 fee increase and the Spring 1994 Northridge earthquake, among other factors, reversed the growing trend and pushed the FTES down to 65,356 in 1993-94. Without any innovative enrollment management strategies, the district may lose another 5,000 FTES in the next two years, before enrollment recovery occurs.

. In 1993-94, both Fall and Spring enrollment declined from the previous two years. The final first census enrollment decreased by 2,000 between Fall 1991 (116,940) and Fall 1992 (114,917), and slipped 13,000 further between the last two Fall semesters (101,857 in Fall 1993). Meanwhile, the Fall WSCH dropped by 103,350 in two years.

. This recent enrollment decline is mainly due to losses in new students and BA recipients. The new student population in Fall 1993 (27,807) is 3/4 of that in Fall 1991 (36,352). Its proportion decreased from 36% in Fall 1987 to 31% in Fall 1991, and then to 27% this Fall. On the other hand, the number of BA recipients this Fall (3,463) is less than 2/5 of the number two years ago (8,887). BA recipients used to represent 8% of the overall student body; today they comprise less than 3.5% of the entire LACCD student population.

. The LACCD's recent downward enrollment trend is contrary to the expanding sources of college students. The number of LA Unified high school graduates grew from 22,811 in 1989-90 to 25,044 in 1992-93. Meanwhile, the college-age population (18-34) in the LACCD service area increased by 266,000 or 20% between 1980 and 1990. The under-18 population, a source of our potential students for the next 15 years, also grew by 127,000 or 11.28%.

. The proportion of Hispanic students at the LACCD continues to grow, from 33.7% in Fall 1991 to 37.6% in Spring 1994. The major contributor of this growth has been the increasing number of Hispanics in both LA Unified high school graduating classes and the college-age population within the district's service area. Seven out of the nine LACCD colleges are located in neighborhoods where Hispanics represent the largest portion of minors (under 18) and young adults, with the exception of the Pierce and West service areas, where the white population is still predominant.

. In examining some possible causes of the recent enrollment declines, two findings have emerged. First, the nine LACCD colleges may not have offered enough entry-level English and Math classes, which are pre- or co-requisites of almost all programs. This course shortage may be the bottleneck of our student recruitment and retention. Second, the district proportionally transfers and graduates fewer Hispanics than it recruits; the figures are the reverse for Native Americans, Asians and Pacific Islanders, blacks, and whites. As mentioned earlier, Hispanic students seem to be the main source of students; if the LACCD fails to adequately serve these students, further enrollment loss will be inevitable.

. To maintain a healthy enrollment and to ensure all students' success, the district needs to specifically design recruitment strategies, educational programs, and support services, for the students it needs to serve.

INTRODUCTION

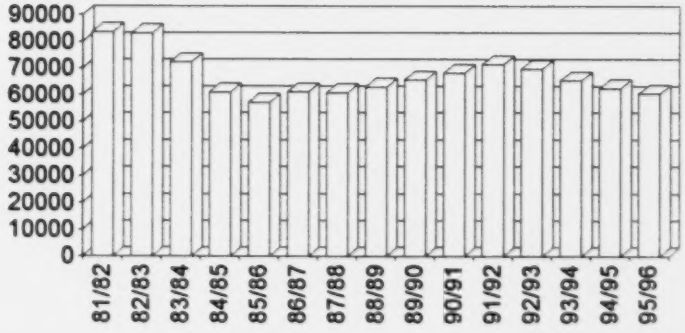
Decision-makers at the Los Angeles Community College District (LACCD) continue to express their concerns about district's declining enrollment, due to factors such as: a slow local economy, the shrinking aerospace and defense industries, the recent 6.7 earthquake, and the threat of more proposed fee increases. A special concern has been the impact of these factors on the ethnic minority enrollment. In this report, the author attempts to generate short-term enrollment projections and examine some enrollment management factors, based on actual data.

FULL TIME EQUIVALENT STUDENTS (FTES) -- A 15 YEAR TREND

1981-82 to 1992-93 Actual and 1993-94 to 1995-96 Projections[1]

Chart 1 presents a 15-year trend of the LACCD's Full-Time Equivalent Student (FTES).[2]

Chart 1. LACCD Full-Time Equivalent Student (FTES), 1981-86 Estimates, 1987-92 Actual, and 1993-95 Projections



[1] LACCD's FTES of the following two years was projected based upon mainly (1) the 15-year enrollment trend; (2) LACCD students' opinions regarding the fee increase, obtained through the State Chancellor's Office Student Survey; and (3) recent State immigration and out-migration patterns.

[2] The measure of full-time attendance is used to calculate state reimbursement since June 1991. It is based on a figure of 30 hours per full-time student over the academic year. Average Daily Attendance (ADA), a measure of annual full-time attendance based on student class hours, was the basis of the measure prior to 1991.

As shown in Chart 1, during the first half of the 80's, the LACCD's enrollment dropped by a third, from an all-time high of approximately 84,000 in 1981-82 to 57,000 in 1985-86. This decline was caused by many factors, including the changing college-age population, the imposition of community college fees, and enrollment free flow to neighboring districts. The latter two factors pushed enrollment all the way down to its nadir, although enrollment had started to decline before the free flow and fee policies were implemented.

From it 1985-86 nadir, the district FTES slowly climbed back to 71,500 in 1991-92. However, the fee increase passed in August 1992 by the California legislature hurt LACCD enrollment in Spring 1993. The Spring enrollment decline brought the 1992-93 annual FTES down to 69,770.

As indicated in Charts 2 and 3, LACCD's enrollment pattern in general has closely followed the State's. However, the district has been experiencing steeper falls, followed by slower recoveries than the State. The two enrollment trends may be parallel because they have been affected by similar statewide policies, e.g., fee increases. Differences between the two trends may be caused by the fact that the State has 107 colleges, whose diverse enrollment patterns may counterbalance each other much easier than the LACCD, which has only nine colleges, all located in Los Angeles County.

The 1993-94 FTES is projected to drop from last year's 69,770 to 65,427. This means that the LACCD may lose as much as 4,000 FTES in one year. Without innovative enrollment management strategies, the district may lose another 5,000 FTES in the next two years, before enrollment recovers (Chart 1).

Enrollment Related Funding Concerns

The District's attendance apportionment funding has been based upon FTES since Fall 1991. Chart 4 presents the district's funded and unfunded ADA/FTES by apportionment or supplemental funding between 1988-89 and 1992-93, and the projected FTES for 1993-94.

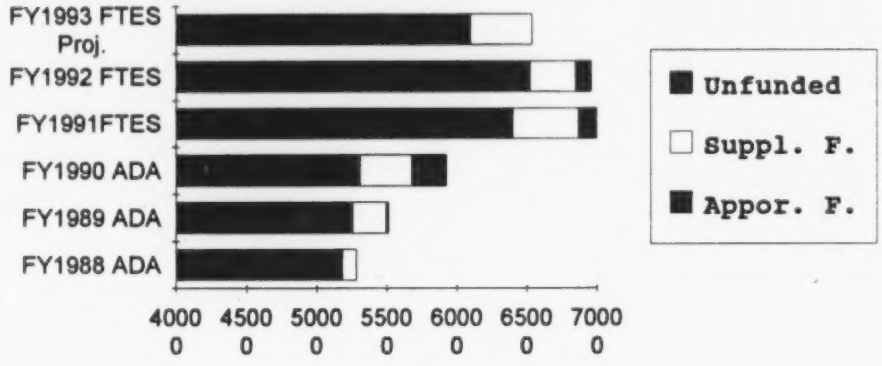
The district enrollment has been above the cap over the last five years. When ADA/FTES is over the cap, a significant proportion of basic skill enrollment, including students enrolled in Amnesty and GAIN programs, would be covered by supplemental funding. Due to high enrollments between 1990-91 and 1992-93, approximately 2% of LACCD's FTES was not funded by any of the State's reimbursement.

Chart 2. LACCD UNDUPLICATED CREDIT ENROLLMENT, FALL 1972 - FALL 1993

Chart 3. UNDUPLICATED CREDIT ENROLLMENT IN CALIFORNIA COMMUNITY COLLEGES FALL 1972 - FALL 1992

However, it will be a different story in the near future. Since enrollment growth is encouraged, the enrollment cap for next year is set by subtracting last year's funded FTES from this year's to be funded FTES. Lower enrollment this year may be translated into a smaller funding base for next year, which means fewer course offerings. This chain reaction will further push the district's enrollment into the downward spiral.[3]

Chart 4. LACCD ADA/FTES, Unfunded, Funded by Apportionment or Supplemental Funding, FY1988-FY1993



FOUR ENROLLMENT MANAGEMENT FACTORS

In face of these alarming facts, the LACCD is urgently in need of some possible solutions. In this study, four major enrollment management related factors are examined: (1) recent trends in enrollment and student characteristics, (2) source of students, (3) composition of the student sources, and (4) how well have various LACCD student groups been served?

Recent Enrollment Trends and Student Characteristics

Table 1 presents districtwide enrollment information for six consecutive semesters between Fall 1991 and Spring 1994. In addition to enrollment headcount, this Table displays WSCH, the number of BA recipients, and selected characteristics of the entire student body, including ethnicity, entering status, and hour load. The same information is presented in Appendix Tables 1-9 for the nine colleges.

---

[3] Chen, M. Into the Downward Spiral, Educational Services Division, Los Angeles Community College District, June, 1993.

TABLE 1
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991 through Spring 1994
LOS ANGELES COMMUNITY COLLEGE DISTRICT

Student	Fall 1991		Spring 92		Fall 92		Spring 93		Fall 1993		Spring 94		Spring 1993-94 Change	
Characteristic	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%
Educational Level:														
BA or Higher	8,887	7.6%	8,820	7.9%	8,274	7.2%	4,345	4.2%	3,463	3.4%	3,048	3.1%	(1,296)	-30%
Ethnicity(1)														
Black	21,294	18.2%	19,969	17.9%	20,381	17.7%	18,525	18.0%	18,538	18.2%	18,125	18.4%	(400)	-2%
Hispanic	39,439	33.7%	38,188	34.2%	40,498	35.2%	36,494	35.5%	37,891	37.2%	36,971	37.6%	477	1%
Asian	18,786	16.1%	18,565	16.6%	19,534	17.0%	17,617	17.1%	17,316	17.0%	16,817	17.1%	(800)	-5%
White	35,259	30.2%	33,001	29.5%	32,577	28.3%	28,447	27.7%	26,381	25.9%	24,773	25.2%	(3,674)	-13%
Entering Status														
New	36,352	31.1%	22,634	20.3%	31,995	27.8%	18,468	18.0%	27,807	27.3%	18,176	18.5%	(292)	-2%
Returning	13,951	11.9%	9,707	8.7%	11,665	10.2%	7,707	7.5%	9,676	9.5%	7,624	7.8%	(83)	-1%
Continuing	66,637	57.0%	79,413	71.1%	71,257	62.0%	76,669	74.5%	64,374	63.2%	72,537	73.8%	(4,132)	-5%
Hour Load														
Less Than 6 Hours	36,019	30.8%	34,942	31.3%	34,509	30.0%	29,541	28.7%	27,426	26.9%	26,831	27.3%	(2,710)	-9%
6 -- 11.5 Hours	40,190	34.4%	37,377	33.4%	39,706	34.6%	35,154	34.2%	35,384	34.7%	33,759	34.3%	(1,395)	-4%
12 Hours or More	40,731	34.8%	39,435	35.3%	40,702	35.4%	38,150	37.1%	39,047	38.3%	37,747	38.4%	(403)	-1%
TOTAL ENROLL.	116,940	100.0%	111,754	100.0%	114,917	100.0%	102,845	100.0%	101,857	100.0%	98,337	100.0%	(4,508)	-4%
Total WSCH	1,093,231	100.0%	1,047,997	100.0%	1,085,421	100.0%	984,329	100.0%	989,873	100.0%	956,244	100.0%	(28,085)	-3%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

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After an analysis of enrollment changes between Fall 1993, Spring 1994 and prior semesters, six major findings emerge:

First, both districtwide enrollment and WSCH continue to decline.

In Fall 1993, first census enrollment declined by 12,117 or 11% from the previous fall. WSCH decreased by 8 %. Further, Spring 1994 enrollment is 4,508 lower than that of the previous Spring, and Spring WSCH declined by 3%. The fee increase that occurred in Spring 1993 seemed to continually and negatively affect the enrollment in Fall 1993; the Fall 1993 enrollment headcount is even lower than the figure of the previous Spring. This pattern is opposite to the regular Fall-Spring enrollment variation. Luckily, enrollment has recovered slightly in Spring 1994. As a result, the 1993-94 fall-to-spring enrollment ratio of 1 to 0.965 is higher than the 92-93 ratio of 1 to 0.895. It is even slightly higher than the normal ratio, e.g., 1 to 0.956 in 1991-92.

Second, the number of BA recipients continues to drop, after a significant decline occurred last Spring when the differential fee was charged for the first time.

In Fall 1993 the district had 4,886 fewer BA recipients than in the previous Fall, and another 1,296 loss occurred between the two recent Spring semesters. This drop suggests that the differential fee continues to prevent many potential students who have received baccalaureate degrees or even advanced degrees from enrolling in the district's nine colleges. The size of the BA recipient student population in Fall 1993 (3,388) was less than 2/5 of those students two years before (8,887 in Fall 1991).

Third, the proportion of Hispanic students continues to grow; their population represents 37% of the 1993-94 student body.

The Spring 1994 Hispanic student body experienced a growth of 477 from last Spring. This was the only positive Spring 1993-Spring 1994 Change shown in Table 1. On the other hand, the white student population continues to decline in number as well as in percentage. Asians have grown slightly while blacks have declined marginally (Chart 5).

Fourth, LACCD has been losing new students. The new student population in Fall 1993 is 3/4 of that in Fall 1991, while its size in Spring 1994 is 4/5 of that of the comparable semester two years ago.

As shown in Chart 6, the proportion of the district's new students has been declining for six consecutive years (36% in Fall 1988, 27.1% in Fall 1993). Although LACCD seems to be able to retain continuing students -- the group suffered the least decline in percentage among the three entering status categories (Table 1) -- those students will eventually graduate, transfer, or leave. The new student serves as the

beginning cohort of the student flow. Therefore, the shrinking number and percentage of new students should be a top concern for decision-makers in the district.

Chart 5. LACCD Enrollment by Ethnic Percentage Distribution, Fall 1985-Fall 1993

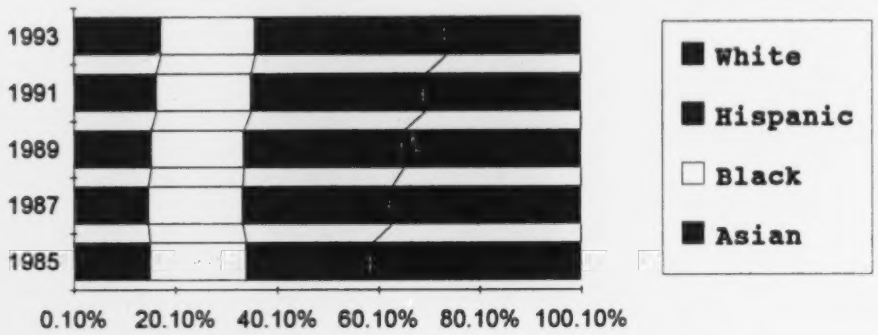
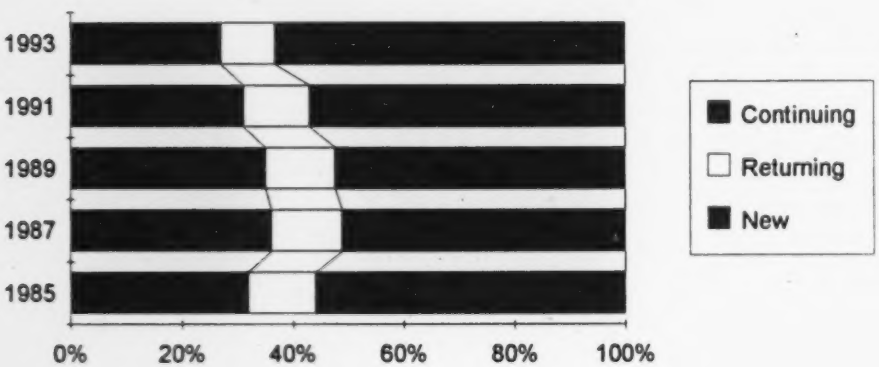


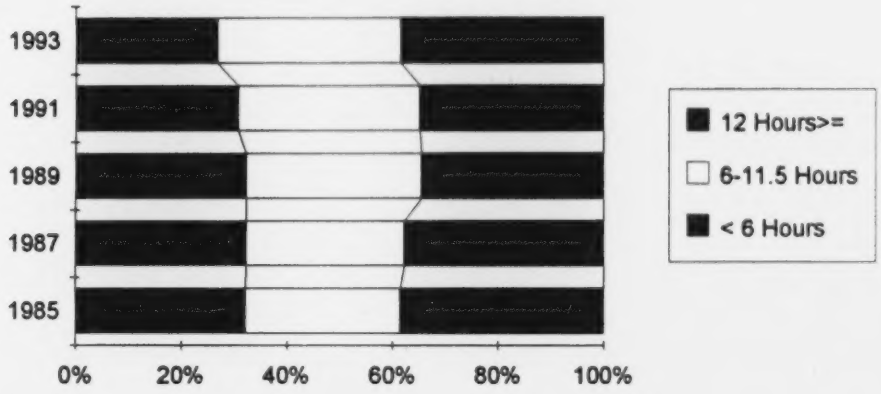
Chart 6. LACCD Enrollment by Entering Status Percentage Distribution, Fall 1985-Fall 1993



Fifth, the proportion of students taking heavier hour loads continues to grow (Table 1 and Chart 7), which explains why WSCH has had a moderate decline when compared to headcount.

The number of students taking fewer than 6 hours declined the most (-9%) between the two recent Spring semesters, followed by students taking between 6 and 11.5 hours (-4%), and those taking 12 hours or more (-1%). This may suggest that fewer casual students are enrolling in LACCD than before.

Chart 7. LACCD Enrollment by Hour Load, Fall 1985 - Fall 1993



Finally, approximately 1/3 of our Fall 1993 students reported that they attend the nine colleges for career reasons.

As presented in *Table 2 and Chart 8,* the trend in LACCD students' educational goals[4] indicates that higher proportions of students attend our colleges not to earn a degree but to find new careers or to maintain their current careers. The proportion of the Career-No Degree group increased from 20.8% in Fall 1990 to 31.7% this Fall. Meanwhile, more of our student applicants have decided on goals than they did before; the proportion of undecided/unknown group dropped from 33.7% in Fall 1990 to 24.8% in Fall 1993.

The proportions of students seeking 2-year degrees (9%) or intending to transfer (27%) have remained relatively steady since Fall 1990. Again, the latter data may suggest that "redirected students" have not yet rushed to LACCD colleges.

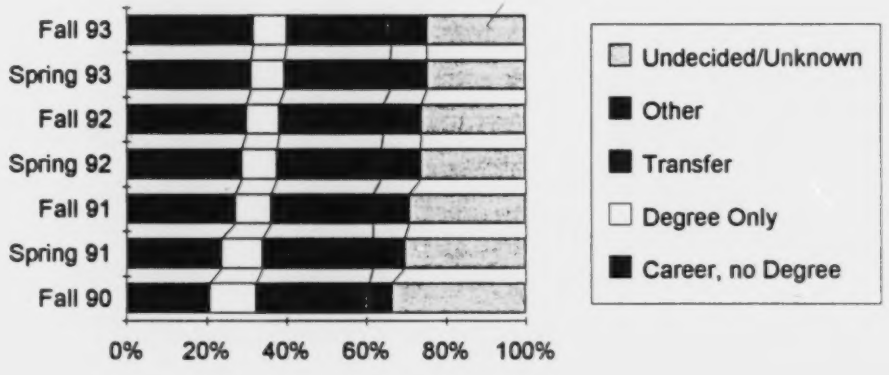
[4] These data are generated directly from students' application forms, filled out before they have seen a counselor.

Table 2. LACCD Student Educational Goals, Fall 1990-Fall 1993

Ed Goal	Fall 90	Spring 91	Fall 91	Spring 92	Fall 92	Spring 93	Fall 93	% Points Change F92/F93	% Points Change F90/F93
Career-no Degree	20.8%	23.7%	27.2%	28.8%	29.9%	31.0%	31.7%	1.8%	10.9%
Degree Only	11.5%	10.3%	8.9%	8.7%	8.3%	8.4%	8.4%	0.1%	-3.1%
Voc Ed	7.0%	6.0%	4.8%	4.5%	4.1%	4.0%	3.8%	-0.3%	-3.2%
General Ed	4.5%	4.3%	4.1%	4.2%	4.2%	4.4%	4.6%	0.4%	0.1%
Transfer	28.2%	27.5%	25.5%	26.1%	25.9%	26.5%	26.2%	0.3%	-2.0%
with Degree	19.9%	19.5%	18.4%	18.7%	19.0%	19.5%	19.5%	0.5%	-0.4%
without Degree	8.3%	8.0%	7.1%	7.4%	6.9%	7.0%	6.7%	-0.2%	-1.6%
Other	5.8%	8.0%	9.0%	9.9%	9.6%	9.2%	9.0%	-0.6%	3.2%
Undecided/Unknown	33.7%	30.5%	29.4%	26.5%	26.3%	24.9%	24.8%	-1.5%	-8.9%

Source: Matriculation Evaluation Data System (MEDS) data base.

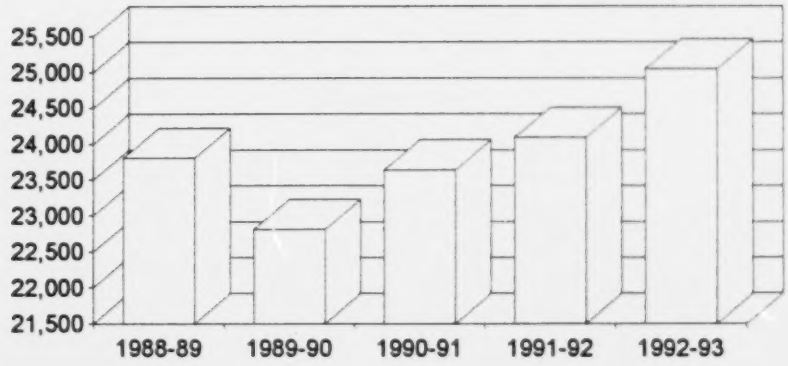
Chart 8. LACCD Student Educational Goals, Fall 1990-Fall 1993



Source of Students

LA Unified high school graduates. LA Unified high school graduates have been the main suppliers of our freshmen. Over half of the LACCD's freshmen have attended or graduated from LA Unified. Therefore, recent trend in LA Unified high school graduating class size has been studied. Chart 9 suggests that after a slight decline between 1988-89 and 1989-90 (-990), the number of the graduates has grown from 22,811 in 1989-90 to 25,044 in 1992-93 (+2,233). This growth suggest that LACCD may have sufficient supply for freshmen.

Chart 9. L.A. Unified High School Graduates, 1988-89 through 1992-93



College-Age population in LACCD service area. [5] The 1990 Census reveals that there is an overall population increase over the last ten years in LACCD service area (+636,686) (Table 3). Moreover, the sizes of the three college-age population groups (18-19, 20-24, and 25-34) have all grown (the increases are 4.18%, 9.72%, and 28.37%, respectively). The population age 35-54 expended 28.18% between 1980 and 1990. Population under 18 years old is also enlarged by 11.28%. Age 55 and over is the only group that experienced a decline (-17,020); LACCD recruits few students from this age group.

The population in the LACCD service area was classified into 24 age/ethnicity subcategories. The overall population increase is mainly due to the growth of Hispanics and slightly due to the increase of Asians. As shown in both Table 3 and Chart 10, these two groups enjoyed increases in all age groups. Both the overall population of black and white declined in the LACCD service area, the decline occurred

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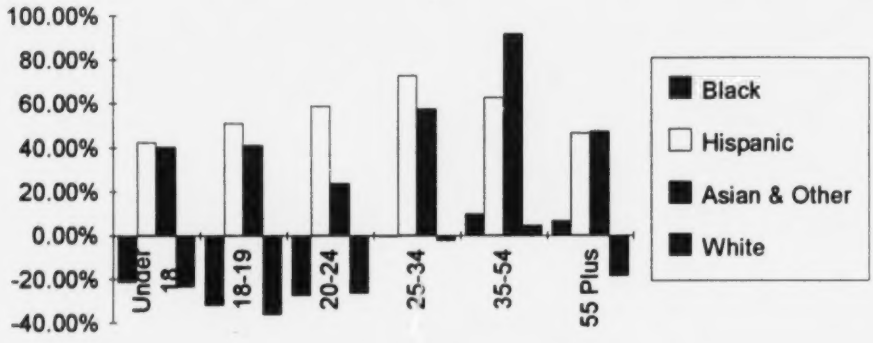
[5] LACCD service area is identified by zip-codes surrounding the nine colleges.

entirely in the current (18-19, 20-24, and 25-35) and future college-age subcategories (under 18).

Chart 10. LACCD Service Area Population by Age and Ethnicity, 1980-1990 % Change



Composition of LACCD Student Sources

Source of Freshmen. The growth in LA Unified high school graduates, mentioned above, was caused mainly by an increase in Hispanic students. As shown in Chart 11, the number of Hispanic graduates grow 40% in five years, from 9,787 in AY 1988 to 13,651 in AY 1922. Both Asians and blacks decreased slightly (-299 and -584, respectively), while whites declines by on-third from 6,224 in AY1988 to 4,408 in AY 1992. As a result, the 1992-93 LA unified graduating class was composed of 46% Hispanics, 21% whites, 15% blacks, 12% Asians, and 6% others.

Chart 11. LA Unified High School Graduates by Ethnicity, AY 1988 - AY 1992

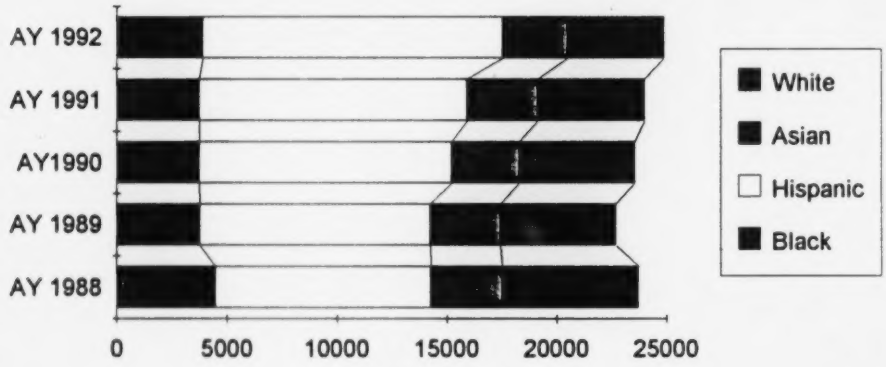


Table 3. Los Angeles Community College District Service Area
Population by Age and Ethnicity

	Ethnicity/Age	Under 18	18-19	20-24	25-34	35-54	55 Plus	Total
1980								
	Black	196,866	25,247	64,559	108,340	131,624	100,170	626,806
	Hispanic	503,309	58,288	161,144	256,447	246,572	117,395	1,343,155
N	Asian & Other	89,488	12,851	38,122	68,684	77,462	63,040	349,647
	White	339,828	56,720	165,767	332,853	469,463	579,746	1,944,377
	TOTAL	1,129,491	153,106	429,592	766,324	925,121	860,351	4,263,985
	Black	17.4	16.5	15.0	14.1	14.2	11.6	14.7
	Hispanic	44.6	38.1	37.5	33.5	26.7	13.6	31.5
%	Asian & Other	7.9	8.4	8.9	9.0	8.4	7.3	8.2
	White	30.1	37.0	38.6	43.4	50.7	67.4	45.6
	TOTAL	26.5	3.6	10.1	18.0	21.7	20.2	100.0
1990								
	Black	154,605	17,177	46,729	107,806	144,482	106,966	577,765
	Hispanic	716,823	87,970	255,662	442,741	401,234	171,994	2,076,424
N	Asian & Other	125,542	18,124	47,190	108,237	148,493	92,764	540,350
	White	259,916	36,238	121,784	324,957	491,630	471,607	1,706,132
	TOTAL	1,256,886	159,509	471,365	983,741	1,185,839	843,331	4,900,671
	Black	12.3	10.8	9.9	11.0	12.2	12.7	11.8
	Hispanic	57.0	55.2	54.2	45.0	33.8	20.4	42.4
%	Asian & Other	10.0	11.4	10.0	11.0	12.5	11.0	11.0
	White	20.7	22.7	25.8	33.0	41.5	55.9	34.8
	TOTAL	25.6	3.3	9.6	20.1	24.2	17.2	100.0
1980-90 Change								
	Black	(42,261)	(8,070)	(17,830)	(534)	12,858	6,796	(49,041)
	Hispanic	213,514	29,682	94,518	186,294	154,662	54,599	733,269
N	Asian & Other	36,054	5,273	9,068	39,553	71,031	29,724	190,703
	White	(79,912)	(20,482)	(43,983)	(7,896)	22,167	(108,139)	(238,245)
	TOTAL	127,395	6,403	41,773	217,417	260,718	(17,020)	636,686
	Black	-21.47%	-31.96%	-27.62%	-0.49%	9.77%	6.78%	-7.82%
	Hispanic	42.42%	50.92%	58.65%	72.64%	62.72%	46.51%	54.59%
%	Asian & Other	40.29%	41.03%	23.79%	57.59%	91.70%	47.15%	54.54%
	White	-23.52%	-36.11%	-26.53%	-2.37%	4.72%	-18.65%	-12.25%
	TOTAL	11.28%	4.18%	9.72%	28.37%	28.18%	-1.98%	14.93%

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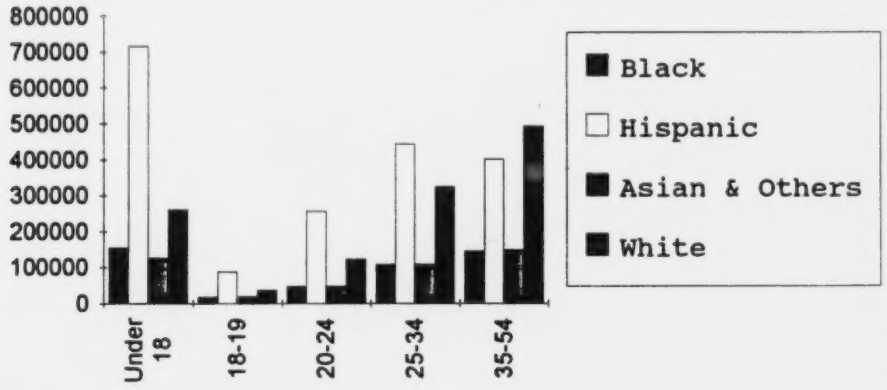
LACCD Service Area Population. Chart 12 presents the 1990 Census population in the district service area by age and ethnicity. Table 4 displays age and ethnic breakdown for the nine colleges as well as the district as a whole. As mentioned previously: the groups under 18 years of age would be LACCD's potential students for the next 15 years; the 18-19 age group is the main source for our freshmen, while 20-24 and 25-34 are the sources for our overall student body. These are the people we are serving, or whom we should be serving but are not, for some reason.

Chart 12. Age and Ethnicity of Population in LACCD Service Area



Two major findings emerged through the examination of the data shown in those charts and Table 4.

First, Hispanics make up the largest ethnic group in the LACCD service area.

The Hispanic population comprises 42% of the overall population in the district's service area. Further, they represent more than half of minors (under 18) and young adults (18-24). Whites lagged behind Hispanics, comprising only 35% of the overall population, followed by blacks (12%) and Asian/Other (11%). Among minors and young adults, the population of Hispanic origin comprises more than half of the overall population in the district service area, while all other ethnic groups comprise the remaining part.

Second, seven out of the nine colleges are located in neighborhoods where Hispanics represent the largest portion of minors and young adults. The Pierce and West service areas are the two exceptions, where the white population is still dominant.

Table 4. AGE AND ETHNICITY OF POPULATION, 1990 Census 100% Count

Area Name	Ethnicity	Under 18	18-19	20-24	25-34	35-54	55 Plus	Total Population	
City	Black	3.1	3.5	3.9	5.5	4.9	2.4	4.1	26,466
	Hispanic	58.9	57	53.8	41.4	32.7	19	40.3	260,955
	Asian & Other	17.8	17.5	14.2	14.9	18.7	16	16.7	108,010
	White	20.2	22.1	28	38.2	43.6	62.6	38.9	251,642
		20.9	2.8	9.5	22.8	25.7	18.3	100	647,073
East	Black	0.8	0.9	1	1.5	1.1	0.5	1	9,170
	Hispanic	82	80.7	80.5	74.4	67.6	51.1	72.7	677,404
	Asian & Other	11.8	12.9	12.1	15.5	18.7	17.5	14.9	138,540
	White	5.3	5.5	6.4	8.5	12.5	30.8	11.4	106,147
		31.3	3.7	10.3	18.9	20.7	15.1	100	931,261
Harbor	Black	11.4	11.7	11.1	9.9	11.4	6.4	10.2	37,425
	Hispanic	42.7	42.7	42.3	35.3	24.1	16	31.5	115,647
	Asian & Other	16.4	16.4	14.6	15.4	17.1	13.1	15.7	57,428
	White	29.4	29.2	32	39.3	47.4	64.6	42.6	156,363
		26.6	3	8.1	17.2	26.3	18.7	100	366,863
Mission	Black	5.3	5.1	4.5	4.8	5	4.3	4.9	19,032
	Hispanic	61	62.2	61.4	50.4	37.5	22.8	47.5	184,439
	Asian & Other	6.7	7.1	5.9	6.9	9.1	6.6	7.3	28,232
	White	26.9	25.7	28.3	37.9	48.4	66.2	40.3	156,495
		29.2	3.3	8.9	19.1	24.2	15.3	100	388,198
Pierce	Black	2.9	3.9	3.3	3.3	2.2	0.8	2.4	12,396
	Hispanic	24.2	26.5	27.9	21.3	12	5.8	17	87,595
	Asian & Other	10.7	11	8.7	9.1	9.5	4.8	8.7	45,004
	White	62.3	58.5	60	66.3	76.4	88.7	71.9	370,832
		21.8	2.8	8.5	18.8	28.6	19.4	100	515,827
Southwest	Black	44.1	42.7	40.5	42.9	53.5	64.1	48.4	199,855
	Hispanic	50	51	52.1	45.6	33.2	14.5	40.7	167,973
	Asian & Other	3.5	4	4.9	7.1	7.3	10	6.1	24,975
	White	2.3	2.3	2.5	4.5	5.9	11.4	4.8	19,908
		33.8	3.4	9.2	18.1	20.8	14.8	100	412,711
Trade-Tech	Black	21.1	16.9	16	21.1	28.7	43.7	24.9	138,780
	Hispanic	71	66.2	69	65.4	53.7	25.3	59.6	332,016
	Asian & Other	6.2	7.2	6.6	8.4	11	17.3	9.2	51,386
	White	1.7	9.7	8.4	5.1	6.6	13.7	6.2	34,467
		28.6	4.1	12	20.9	20.9	13.4	100	556,649
Valley	Black	5.1	3.8	4.2	5.4	3.7	1	3.9	18,972
	Hispanic	48.3	51.1	46.4	34.4	23.6	11.4	31.8	153,457
	Asian & Other	8.3	7.8	7	7.3	8.6	4.5	7.3	35,161
	White	38.3	37.3	42.4	52.8	64.1	83.1	57	275,252
		21.5	2.5	9.1	22.6	25.5	18.9	100	482,842
West	Black	26	17.7	16.1	17.1	19.2	17.9	19.3	115,669
	Hispanic	26.1	23.9	23.1	18	12.4	7.1	16.2	96,938
	Asian & Other	7.8	15.7	12.8	9.6	7.7	6.5	8.6	51,614
	White	40.2	42.8	48.1	55.3	60.7	68.5	55.9	335,026
		17.4	3.2	9.6	20.9	27.4	21.5	100	599,247
Subtotal	Black	154,605	17,177	46,729	107,806	144,482	106,966	577,765	
Los Angeles	Hispanic	716,823	87,970	255,662	442,741	401,234	171,994	2,076,424	
Community	Asian & Other	125,542	18,124	47,190	108,237	148,493	92,764	540,350	
Colleges	White	259,916	36,238	121,784	324,957	491,630	471,607	1,706,132	
		1,256,886	159,509	471,365	983,741	1,185,839	843,331	4,900,671	
	Black	12.3	10.8	9.9	11	12.2	12.7	11.8	
	Hispanic	57	55.2	54.2	45	33.8	20.4	42.4	
	Asian & Other	10	11.4	10	11	12.5	11	11	
	White	20.7	22.7	25.8	33	41.5	55.9	34.8	
		25.6	3.3	9.6	20.1	24.2	17.2	100	

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Hispanics represent over 80% of the population in the service area of East Los Angeles College, and 70% in the Trade-Tech area. The age breakdowns further indicate that the Hispanic population may be in the process of taking over the other five college service areas that used to be predominately white or black.

How Well Have Students Been Served in the LACCD?

Data presented above suggest that first, the LACCD should have sufficient sources for freshmen; and second, the student body is and will continue to be composed of people with truly diversified age and ethnic backgrounds. Then the questions become: "Do we fulfill the needs of our freshmen by offering enough entry level courses?" and: "How well have different ethnic groups been served by LACCD?"

Entry Level Courses. One of the methods to answer this question -- course enrollment status of the entry level English and Math[6] -- was examined two weeks before the Fall 1993 semester began. Two major findings emerged:

First, districtwide, 85% of sections were full two weeks before the Fall 1993 semester began.

Second, at six out of the nine colleges, over 95% of sections were full two weeks before the Fall 1993 semester began.

These two findings may lead to the assumption that these entry-level sections would be full at all colleges before the start of classes. Knowing the fact that (1) Fall is the main semester in which the nine colleges recruit new students, and (2) continuing students, rather than new students, have priority in gaining entrance to classes; the author believes that it would be very difficult for newly arrived students to enroll in entry-level English and Math courses, which are pre- or co-requisites of almost all programs. This is one of the indicators that confirm comments often made by administrators, faculty members, and students that the district does not offer enough English and Math courses.[7] Moreover, potential new students may be turned away and decide to attend other colleges instead. This may also help to explain the reason why the number of new students in the district is declining.

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[6] This status report was run on August 12, 1993. Entry-Level English courses include English 20 to 101, while math includes Math 105 to 125.

[7] In Fall 1993, when the LACCD Office of Research and Planning was composing the 1993 LACCD Student Survey, this commend was made by all types of LACCD members interviewed on several campuses by the Research staff.

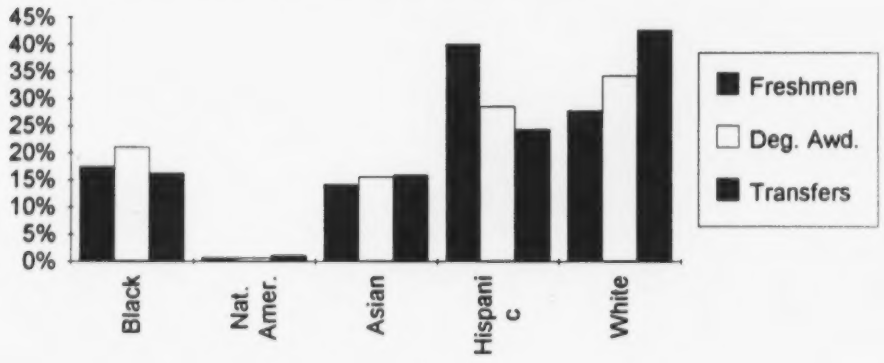
NOTE: On September 1, 1993, there was a Board Action to allocate $5 million to the colleges for classes and instruction purposes only.

Equity Progress. One of the Student Equity indicators requests the district to examine ethnic distributions of freshmen, graduates, and transfers. In this study, ethnic distributions of Fall 1989 first-time degree-seeking freshmen[8] were compared with those of Fall 1990 transfers to UC and CSU campuses, and those of 1991-92 graduates.[9] Chart 13 displays districtwide data, while Table 5 presents information at the college level.

Data shown in both Chart 13 and Table 5 suggest that, in proportion, the district graduates more blacks (17.3%) than it recruits (16%) or transfers (14%). As for Native Americans, Asians, and whites, the district also graduates and transfers more than it recruits. However, the figures for Hispanics are the reverse: LACCD recruits far more Hispanic students (36.4%) than it either graduates (23.4%) or transfers (21.3%).

These data may suggest (1) different levels of college-readiness for different ethnic groups, and (2) divergent degrees of support that LACCD has been providing to various groups of students.

Chart 13. LACCD: Ethnic Distribution of F89 Degree-Seeking Freshmen, 91-92 Graduates, and F90 Transfers



[8] The Fall 1989 first-time degree-seeking freshman cohort is established by identifying students enrolled in LACCD for the first-time in Fall 1989 with no transfer credits, and who reported their educational goals as seeking a community college certificate or degree, or transferring to a senior institution with or without a 2-year college degree/certificate.

[9] The main reason of selecting these three groups for comparison is under the assumption that those degree-seeking freshmen may transfer to UC or CSU one year or graduate three year after they enrolled for the first-time at the nine Los Angeles Community Colleges.

Table 5. Percentage Distribution of Freshmen, Degree/Certificate Awardees, and Transfers by Special Group

COLLEGE		Non-Res.	Black	Nat. Amer.	Asian	Hispanic	White	Unkown	Female	TOTAL
City	Fall 1989 First-Time Freshmen	11.2%	14.7%	0.4%	19.1%	43.0%	8.0%	3.7%	49.5%	1,657
	1991-92 Degree/Cert. Awardees	6.8%	16.9%	0.2%	16.6%	25.3%	16.3%	18.0%	55.8%	645
	Fall 1990 UC/CSU Transfers	4.1%	19.8%	0.0%	28.0%	25.4%	15.8%	6.9%		393
East	Fall 1989 First-Time Freshmen	5.5%	3.0%	0.5%	12.4%	73.4%	2.8%	2.5%	53.8%	1,704
	1991-92 Degree/Cert. Awardees	9.4%	1.2%	0.3%	18.9%	51.9%	3.1%	15.1%	59.4%	668
	Fall 1990 UC/CSU Transfers	7.4%	2.5%	0.7%	19.1%	62.1%	4.5%	3.7%		404
Harbor	Fall 1989 First-Time Freshmen	3.3%	16.2%	0.9%	12.2%	29.6%	34.2%	3.7%	55.2%	705
	1991-92 Degree/Cert. Awardees	6.9%	10.2%	0.7%	11.0%	14.8%	44.8%	11.7%	64.5%	420
	Fall 1990 UC/CSU Transfers	4.5%	13.1%	1.1%	10.8%	15.3%	44.4%	10.8%		268
Mission	Fall 1989 First-Time Freshmen	0.0%	8.9%	1.4%	2.7%	54.8%	30.1%	2.1%	65.1%	146
	1991-92 Degree/Cert. Awardees	0.0%	8.1%	1.1%	3.7%	34.8%	38.1%	14.3%	72.9%	273
	Fall 1990 UC/CSU Transfers	0.0%	8.7%	0.0%	10.9%	39.1%	34.8%	6.5%		46
Pierce	Fall 1989 First-Time Freshmen	2.2%	3.7%	0.7%	13.0%	14.4%	59.9%	6.1%	49.3%	2,394
	1991-92 Degree/Cert. Awardees	2.9%	2.6%	1.2%	7.6%	7.5%	63.9%	14.4%	59.9%	841
	Fall 1990 UC/CSU Transfers	3.8%	2.8%	0.9%	11.0%	8.4%	62.8%	10.3%		739
Southwest	Fall 1989 First-Time Freshmen	0.0%	74.8%	0.0%	1.0%	20.8%	1.0%	2.5%	74.8%	202
	1991-92 Degree/Cert. Awardees	0.4%	81.9%	0.0%	0.7%	3.6%	3.2%	10.1%	77.6%	277
	Fall 1990 UC/CSU Transfers	1.1%	77.4%	3.2%	1.1%	6.5%	4.3%	6.5%		93
Trade	Fall 1989 First-Time Freshmen	1.3%	30.5%	0.3%	11.1%	49.8%	4.6%	2.3%	41.0%	1,193
	1991-92 Degree/Cert. Awardees	1.7%	27.0%	0.4%	18.6%	34.0%	11.6%	6.7%	42.7%	1,065
	Fall 1990 UC/CSU Transfers	5.4%	45.2%	1.1%	14.0%	28.0%	2.2%	4.3%		93
Valley	Fall 1989 First-Time Freshmen	4.7%	9.9%	0.5%	12.7%	25.0%	39.5%	7.8%	48.9%	1,114
	1991-92 Degree/Cert. Awardees	1.8%	6.3%	0.3%	12.3%	14.9%	42.5%	22.0%	57.1%	669
	Fall 1990 UC/CSU Transfers	2.6%	6.3%	1.4%	9.8%	14.4%	54.4%	11.1%		570
West	Fall 1989 First-Time Freshmen	4.8%	56.9%	0.4%	7.6%	10.9%	13.6%	5.9%	53.8%	751
	1991-92 Degree/Cert. Awardees	9.5%	33.8%	0.6%	9.5%	10.4%	26.8%	9.3%	59.8%	482
	Fall 1990 UC/CSU Transfers	3.7%	51.3%	1.1%	7.4%	5.3%	24.3%	6.9%		189
LACCD	Fall 1989 First-Time Freshmen	4.6%	15.8%	0.5%	12.8%	36.4%	25.3%	4.5%	50.6%	9,866
	1991-92 Degree/Cert. Awardees	4.4%	17.3%	0.5%	12.8%	23.4%	28.1%	13.4%	57.5%	5,340
	Fall 1990 UC/CSU Transfers	4.1%	14.1%	1.0%	13.8%	21.3%	37.2%	8.4%		2,795

RECOMMENDATIONS

Compared to the ethnic composition of our local college-aged population, LACCD has been successfully educating higher proportions of whites, Asians, and blacks, but lower proportions of Hispanics. The rapidly growing Hispanic population is and will continue to be the ethnic majority in the LACCD service area. Hispanics are in general young, limited English proficient, coming from disadvantaged socio-economic backgrounds, and without educated role models. These traits may explain the reverse relationship between the growth of the Hispanic population in the district service area and the decline of overall district enrollment, especially the decreasing number of new freshmen.

These data suggest that the district needs to ensure all of our students' success by further studying the characteristics of all population in our service area, especially Hispanics. Accordingly, LACCD will design specifically for various types of students:

(1) recruitment strategies,
(2) educational programs, and
(3) support services.

By doing this, LACCD may :

(1) Enhance the quality of the current and future local work force,
(2) Keep business and industries that would otherwise consider relocating,
(3) Assist in improving the economy in the greater Los Angeles Area, and the most important,
(4) Enable the district to come out of its downward spiral as soon as possible.

APPENDIX

APPENDIX TABLE 1
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991 through Spring 1994
LOS ANGELES CITY COLLEGE

Student Characteristic	Fall 1991		Spring 92		Fall 92		Spring 93		Fall 1993		Spring 94		Spring 1993-94 Change	
	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%
Educational Level:														
BA or Higher	1,429	8.5%	1,424	8.7%	1,300	7.7%	669	4.4%	489	3.2%	447	3.0%	(221)	-33%
Ethnicity(1)														
Black	2,494	14.8%	2,493	15.1%	2,444	14.5%	2,183	14.3%	2,214	14.5%	2,106	14.1%	(77)	-4%
Hispanic	6,515	38.8%	6,231	37.9%	6,478	38.4%	5,882	38.6%	5,986	39.2%	5,659	38.0%	(223)	-4%
Asian	4,183	24.9%	4,132	25.1%	4,316	25.6%	3,848	25.2%	3,634	23.8%	3,662	24.6%	(186)	-5%
White	3,307	19.7%	3,308	20.1%	3,360	19.9%	3,094	20.3%	3,191	20.9%	3,251	21.8%	157	5%
Entering Status														
New	5,030	29.9%	3,192	19.4%	4,500	26.7%	2,678	17.6%	3,924	25.7%	2,723	18.3%	45	2%
Returning	1,809	10.8%	1,130	6.9%	1,245	7.4%	837	5.5%	1,145	7.5%	850	5.7%	13	2%
Continuing	9,971	59.3%	12,136	73.7%	11,132	66.0%	11,734	76.9%	10,200	66.8%	11,336	76.0%	(398)	-3%
Hour Load														
Less Than 6 Hours	4,996	29.7%	4,891	29.7%	4,904	29.1%	3,895	25.5%	3,695	24.2%	3,739	25.1%	(156)	-4%
6 -- 11.5 Hours	5,918	35.2%	5,589	34.0%	5,842	34.6%	5,422	35.6%	5,451	35.7%	5,053	33.9%	(369)	-7%
12 Hours or More	5,896	35.1%	5,977	36.3%	6,131	36.3%	5,932	38.9%	6,123	40.1%	6,117	41.0%	185	3%
TOTAL ENROLL.	16,810	100.0%	16,457	100.0%	16,877	100.0%	15,249	100.0%	15,270	100.0%	14,909	100.0%	(340)	-2%
Total WSCH	158,733	100.0%	157,520	100.0%	161,008	100.0%	147,692	100.0%	149,476	100.0%	146,412	100.0%	(1,280)	-1%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

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APPENDIX TABLE 2
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991 through Spring 1994
EAST LOS ANGELES COLLEGE

Student Characteristic	Fall 1991		Spring 92		Fall 92		Spring 93		Fall 1993		Spring 94		Spring 1993-94 Change	
	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%
Educational Level:														
BA or Higher	589	4.0%	559	3.9%	558	3.6%	262	1.9%	232	1.6%	258	1.7%	(4)	-2%
Ethnicity(1)														
Black	405	2.7%	345	2.4%	395	2.5%	314	2.3%	334	2.3%	324	2.2%	10	3%
Hispanic	10,189	69.2%	9,846	69.2%	10,861	70.1%	9,601	70.8%	10,404	71.6%	10,795	72.8%	1,194	12%
Asian	3,299	22.4%	3,270	23.0%	3,432	22.2%	3,013	22.2%	3,139	21.6%	3,083	20.8%	70	2%
White	668	4.5%	625	4.4%	668	4.3%	513	3.8%	538	3.7%	519	3.5%	6	1%
Entering Status														
New	4,028	27.3%	2,647	18.6%	3,536	22.8%	1,895	14.0%	3,415	23.5%	2,364	15.9%	469	25%
Returning	1,510	10.3%	1,089	7.7%	1,396	9.0%	764	5.6%	1,322	9.1%	993	6.7%	229	30%
Continuing	9,193	62.4%	10,488	73.7%	10,562	68.2%	10,904	80.4%	9,794	67.4%	11,477	77.4%	573	5%
Hour Load														
Less Than 6 Hours	4,151	28.2%	4,430	31.1%	4,692	30.3%	3,981	29.4%	4,025	27.7%	4,178	28.2%	197	5%
6 -- 11.5 Hours	5,397	36.6%	4,892	34.4%	5,377	34.7%	4,503	33.2%	5,231	36.0%	5,099	34.4%	596	13%
12 Hours or More	5,183	35.2%	4,904	34.5%	5,425	35.0%	5,079	37.4%	5,275	36.3%	5,557	37.5%	478	9%
TOTAL ENROLL.	14,731	100.0%	14,225	100.0%	15,494	100.0%	13,563	100.0%	14,531	100.0%	14,834	100.0%	1,271	9%
Total WSCH	140,563	100.0%	132,233	100.0%	146,384	100.0%	131,017	100.0%	138,173	100.0%	143,304	100.0%	12,287	9%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

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APPENDIX TABLE 3
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991 through Spring 1994
LOS ANGELES HARBOR COLLEGE

Student Characteristic	Fall 1991		Spring 92		Fall 92		Spring 93		Fall 1993		Spring 94		Spring 1993-94 Change	
	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%
Educational Level:														
BA or Higher	846	8.8%	775	8.7%	719	7.8%	339	4.3%	289	4%	290	3.8%	(436)	-56%
Ethnicity(1)														
Black	1,395	14.5%	1,229	13.7%	1,279	13.9%	1,111	14.1%	1,182	14.7%	1,081	14.2%	(30)	-3%
Hispanic	2,712	28.2%	2,564	28.6%	2,903	31.5%	2,511	31.8%	2,734	34.0%	2,633	34.6%	122	5%
Asian	1,721	17.9%	1,683	18.8%	1,767	19.2%	1,530	19.4%	1,568	19.5%	1,488	19.5%	(42)	-3%
White	3,659	38.1%	3,356	37.5%	3,160	34.3%	2,643	33.5%	2,452	30.5%	2,314	30.4%	(329)	-12%
Entering Status														
New	2,922	30.4%	1,684	18.8%	2,692	29.2%	1,320	16.7%	2,324	28.9%	1,301	17.1%	(19)	-1%
Returning	1,298	13.5%	862	9.6%	968	10.5%	635	8.0%	764	9.5%	701	9.2%	66	10%
Continuing	5,393	56.1%	6,407	71.6%	5,558	60.3%	5,942	75.2%	4,953	61.6%	5,618	73.7%	(324)	-5%
Hour Load														
Less Than 6 Hours	2,999	31.2%	2,725	30.4%	2,730	29.6%	2,157	27.3%	2,005	24.9%	1,955	25.7%	(202)	-9%
6 -- 11.5 Hours	2,949	30.7%	2,929	32.7%	2,995	32.5%	2,577	32.6%	2,648	32.9%	2,451	32.2%	(126)	-5%
12 Hours or More	3,665	38.1%	3,299	36.9%	3,493	37.9%	3,163	40.1%	3,388	42.1%	3,214	42.2%	51	2%
TOTAL ENROLL.	9,613	100.0%	8,953	100.0%	9,218	100.0%	7,897	100.0%	8,040	100.0%	7,620	100.0%	(277)	-4%
Total WSCH	96,594	100.0%	88,949	100.0%	89,521	100.0%	77,532	100.0%	81,454	100.0%	76,704	100.0%	(828)	-1%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

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APPENDIX TABLE 4
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991 through Spring 1994
LOS ANGELES MISSION COLLEGE

Student Characteristic	Fall 1991		Spring 92		Fall 92		Spring 93		Fall 1993		Spring 94		Spring 1993-94 Change	
	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%
Educational Level:														
BA or Higher	538	7.4%	596	8.4%	490	6.6%	236	3.7%	207	3.4%	167	3.0%	(69)	-29%
Ethnicity(1)														
Black	514	7.1%	513	7.2%	468	6.3%	418	6.6%	390	6.4%	354	6.4%	(64)	-15%
Hispanic	4,108	56.5%	4,019	56.3%	4,387	59.1%	3,770	59.4%	3,750	61.5%	3,340	60.1%	(430)	-11%
Asian	422	5.8%	461	6.5%	490	6.6%	410	6.5%	415	6.8%	393	7.1%	(17)	-4%
White	2,120	29.2%	2,037	28.5%	1,973	26.6%	1,662	26.2%	1,408	23.1%	1,387	25.0%	(275)	-17%
Entering Status														
New	2,563	35.2%	1,695	23.8%	2,197	29.6%	1,283	20.2%	1,689	27.7%	1,125	20.3%	(158)	-12%
Returning	816	11.2%	492	6.9%	509	6.9%	347	5.5%	402	6.6%	349	6.3%	2	0%
Continuing	3,893	53.5%	4,948	69.3%	4,717	63.5%	4,719	74.3%	4,006	65.7%	4,080	73.5%	(639)	-14%
Hour Load														
Less Than 6 Hours	2,831	38.9%	2,792	39.1%	2,672	38.1%	2,279	35.9%	1,963	32.2%	1,957	35.2%	(322)	-14%
6 -- 11.5 Hours	2,320	31.9%	1,966	27.6%	2,251	30.3%	2,043	32.2%	2,073	34.0%	1,823	32.8%	(220)	-11%
12 Hours or More	2,121	29.2%	2,378	33.3%	2,500	33.7%	2,028	31.9%	2,061	33.8%	1,774	31.9%	(254)	-13%
TOTAL ENROLL.	7,272	100.0%	7,136	100.0%	7,423	100.0%	6,349	100.0%	6,097	100.0%	5,554	100.0%	(795)	-13%
Total WSCH	57,181	100.0%	57,500	100.0%	62,056	100.0%	51,776	100.0%	51,185	100.0%	45,892	100.0%	(5,884)	-11%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

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APPENDIX TABLE 5
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991 through Spring 1994
LOS ANGELES PIERCE COLLEGE

Student Characteristic	Fall 1991		Spring 92		Fall 92		Spring 93		Fall 1993		Spring 94		Spring 1993-94 Change	
	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%
Educational Level:														
BA or Higher	1,690	8.8%	1,715	9.4%	1,691	9.1%	845	5.2%	659	4.2%	539	3.7%	(306)	-36%
Ethnicity(1)														
Black	767	4.0%	706	3.9%	793	4.3%	693	4.2%	722	4.6%	692	4.7%	(1)	-0%
Hispanic	2,496	13.0%	2,467	13.5%	2,533	13.6%	2,335	14.2%	2,480	15.8%	2,353	16.1%	18	1%
Asian	3,241	16.9%	3,174	17.4%	3,515	18.9%	3,146	19.2%	3,139	20.0%	2,998	20.6%	(148)	-5%
White	12,140	63.2%	11,397	62.4%	11,251	60.5%	9,796	59.7%	8,930	56.9%	8,123	55.7%	(1,673)	-17%
Entering Status														
New	5,894	30.7%	3,241	17.8%	5,312	28.6%	2,597	15.8%	4,379	27.9%	2,505	17.2%	(92)	-4%
Returning	1,762	9.2%	1,312	7.2%	1,630	8.8%	1,058	6.5%	1,177	7.5%	964	6.6%	(94)	-9%
Continuing	11,545	60.1%	13,704	75.1%	11,642	62.6%	12,743	77.7%	10,139	64.6%	11,112	76.2%	(1,631)	-13%
Hour Load														
Less Than 6 Hours	6,255	32.6%	6,068	33.2%	5,755	31.0%	4,844	29.5%	4,316	27.5%	3,967	27.2%	(877)	-18%
6 -- 11.5 Hours	6,211	32.3%	5,930	32.5%	6,229	33.5%	5,573	34.0%	5,164	32.9%	5,061	34.7%	(512)	-9%
12 Hours or More	6,735	35.1%	6,258	34.3%	6,600	35.5%	5,980	36.5%	6,215	39.6%	5,553	38.1%	(427)	-7%
TOTAL ENROLL.	19,201	100.0%	18,257	100.0%	18,584	100.0%	16,397	100.0%	15,695	100.0%	14,581	100.0%	(1,816)	-11%
Total WSCH	174,896	100.0%	165,002	100.0%	172,324	100.0%	155,849	100.0%	151,018	100.0%	139,954	100.0%	(15,895)	-10%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

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APPENDIX TABLE 6
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991 through Spring 1994
LOS ANGELES SOUTHWEST COLLEGE

Student Characteristic	Fall 1991		Spring 92		Fall 92		Spring 93		Fall 1993		Spring 94		Spring 1993-94 Change	
	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%
Educational Level:														
BA or Higher	170	2.6%	180	2.9%	148	2.6%	89	1.7%	86	1.6%	71	1.3%	(18)	-20%
Ethnicity(1)														
Black	4,709	71.8%	4,637	73.6%	4,306	75.5%	3,907	74.7%	4,057	75.8%	4,171	76.2%	264	7%
Hispanic	1,664	25.4%	1,462	23.2%	1,249	21.9%	1,177	22.5%	1,177	22.0%	1,168	21.3%	(9)	-1%
Asian	95	1.4%	112	1.8%	81	1.4%	76	1.5%	64	1.2%	76	1.4%	0	0%
White	61	0.9%	61	1.0%	44	0.8%	43	0.8%	43	0.8%	44	0.8%	1	2%
Entering Status														
New	2,308	35.2%	1,417	22.5%	1,499	26.3%	1,041	19.9%	1,531	28.6%	1,209	22.1%	168	16%
Returning	868	13.2%	501	8.0%	710	12.4%	438	8.4%	669	12.5%	532	9.7%	94	21%
Continuing	3,381	51.6%	4,383	69.6%	3,498	61.3%	3,751	71.7%	3,152	58.9%	3,733	68.2%	(18)	-0%
Hour Load														
Less Than 6 Hours	1,417	21.6%	1,411	22.4%	1,468	25.7%	1,166	22.3%	1,108	20.7%	1,197	21.9%	31	3%
6 -- 11.5 Hours	2,197	33.5%	2,017	32.0%	1,985	34.8%	1,778	34.0%	1,729	32.3%	1,871	34.2%	93	5%
12 Hours or More	2,943	44.9%	2,873	45.6%	2,254	39.5%	2,286	43.7%	2,515	47.0%	2,406	44.0%	120	5%
TOTAL ENROLL.	6,557	100.0%	6,301	100.0%	5,707	100.0%	5,230	100.0%	5,352	100.0%	5,474	100.0%	244	5%
Total WSCH	63,641	100.0%	61,038	100.0%	52,930	100.0%	49,318	100.0%	52,410	100.0%	52,387	100.0%	3,069	6%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

APPENDIX TABLE 7
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991 through Spring 1994
LOS ANGELES TRADE-TECHNICAL COLLEGE

Student Characteristic	Fall 1991		Spring 92		Fall 92		Spring 93		Fall 1993		Spring 94		Spring 1993-94 Change	
	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%
Educational Level:														
BA or Higher	576	4.2%	516	3.9%	514	3.7%	297	2.3%	227	1.8%	173	1.4%	(124)	-42%
Ethnicity(1)														
Black	4,457	32.5%	4,263	32.1%	4,621	33.3%	4,437	34.1%	4,239	33.6%	4,136	33.4%	(301)	-7%
Hispanic	5,760	42.0%	5,737	43.2%	6,053	43.6%	5,492	42.2%	5,539	43.9%	5,520	44.6%	28	1%
Asian	1,844	13.5%	1,805	13.6%	1,822	13.1%	1,708	13.1%	1,640	13.0%	1,619	13.1%	(89)	-5%
White	1,439	10.5%	1,265	9.5%	1,196	8.6%	1,181	9.1%	1,035	8.2%	940	7.6%	(241)	-20%
Entering Status														
New	4,666	34.0%	2,912	21.9%	4,384	31.6%	2,876	22.1%	3,621	28.7%	2,562	20.7%	(314)	-11%
Returning	1,462	10.7%	1,002	7.5%	1,324	9.5%	973	7.5%	1,060	8.4%	794	6.4%	(179)	-18%
Continuing	7,581	55.3%	9,362	70.5%	8,180	58.9%	9,158	70.4%	7,936	62.9%	9,012	72.9%	(146)	-2%
Hour Load														
Less Than 6 Hours	3,352	24.5%	3,003	22.6%	3,022	21.8%	2,767	21.3%	2,612	20.7%	2,461	19.9%	(306)	-11%
6 -- 11.5 Hours	4,490	32.8%	4,369	32.9%	4,595	33.1%	4,078	31.4%	4,037	32.0%	3,940	31.9%	(138)	-3%
12 Hours or More	5,867	42.8%	5,904	44.5%	6,271	45.2%	6,163	47.4%	5,968	47.3%	5,967	48.2%	(196)	-3%
TOTAL ENROLL.	13,709	100.0%	13,276	100.0%	13,888	100.0%	13,007	100.0%	12,617	100.0%	12,368	100.0%	(639)	-5%
Total WSCH	153,077	100.0%	153,821	100.0%	160,388	100.0%	155,849	100.0%	150,714	100.0%	147,638	100.0%	(8,211)	-5%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

APPENDIX TABLE 8
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991 through Spring 1994
LOS ANGELES VALLEY COLLEGE

Student Characteristic	Fall 1991		Spring 92		Fall 92		Spring 93		Fall 1993		Spring 94		Spring 1993-94 Change	
	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%	Enroll.	%
Educational Level:														
BA or Higher	1,832	9.5%	1,990	10.8%	1,906	10.1%	1,110	6.5%	849	5.1%	719	4.7%	(391)	-35%
Ethnicity(1)														
Black	1,429	7.4%	1,297	7.0%	1,384	7.3%	1,276	7.4%	1,248	7.5%	1,123	7.3%	(153)	-12%
Hispanic	4,663	24.2%	4,482	24.2%	4,788	25.4%	4,377	25.4%	4,509	27.1%	4,112	26.9%	(265)	-6%
Asian	2,942	15.3%	2,933	15.9%	3,131	16.6%	2,988	17.4%	2,895	17.4%	2,698	17.6%	(290)	-10%
White	9,794	50.8%	9,353	50.6%	9,181	48.6%	8,175	47.5%	7,587	45.6%	6,993	45.7%	(1,182)	-14%
Entering Status														
New	5,516	28.6%	3,893	21.1%	5,236	27.7%	3,059	17.8%	4,526	27.2%	2,577	16.9%	(482)	-16%
Returning	2,934	15.2%	2,344	12.7%	2,539	13.5%	1,858	10.8%	2,213	13.3%	1,585	10.4%	(273)	-15%
Continuing	10,829	56.2%	12,246	66.3%	11,099	58.8%	12,291	71.4%	9,900	59.5%	11,129	72.8%	(1,162)	-9%
Hour Load														
Less Than 6 Hours	6,843	35.5%	6,906	37.4%	6,648	35.2%	5,966	34.7%	5,507	33.1%	5,012	32.8%	(954)	-16%
6 -- 11.5 Hours	7,007	36.3%	6,395	34.6%	6,813	36.1%	6,182	35.9%	6,073	36.5%	5,529	36.2%	(653)	-11%
12 Hours or More	5,429	28.2%	5,184	28.0%	5,413	28.7%	5,059	29.4%	5,058	30.4%	4,750	31.1%	(309)	-6%
TOTAL ENROLL.	19,279	100.0%	18,484	100.0%	18,874	100.0%	17,208	100.0%	16,638	100.0%	15,291	100.0%	(1,917)	-11%
Total WSCH	164,535	100.0%	156,031	100.0%	162,440	100.0%	147,870	100.0%	145,510	100.0%	135,132	100.0%	(12,738)	-9%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

APPENDIX TABLE 9
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991 through Spring 1994
WEST LOS ANGELES COLLEGE

Student Characteristic	Fall 1991		Spring 92		Fall 92		Spring 93		Fall 1993		Spring 94		Spring 1993-94 Change	
	Enroll	%	Enroll	%	Enroll	%	Enroll	%	Enroll	%	Enroll	%	Enroll	%
Educational Level:														
BA or Higher	1,162	11.9%	1,015	11.7%	1,083	12.2%	483	6.1%	388	5.1%	378	4.9%	(106)	-22%
Ethnicity(1)														
Black	5,124	52.5%	4,409	50.9%	4,691	53.0%	4,112	51.8%	4,098	53.8%	4,056	52.6%	(56)	-1%
Hispanic	1,332	13.6%	1,204	13.9%	1,246	14.1%	1,195	15.0%	1,188	15.6%	1,238	16.1%	43	4%
Asian	1,039	10.6%	1,007	11.6%	980	11.1%	913	11.5%	823	10.8%	823	10.7%	(90)	-10%
White	2,071	21.2%	1,833	21.2%	1,744	19.7%	1,545	19.4%	1,318	17.3%	1,407	18.3%	(138)	-9%
Entering Status														
New	3,425	35.1%	1,952	22.5%	2,639	29.8%	1,720	21.6%	2,270	29.8%	1,812	23.5%	92	5%
Returning	1,492	15.3%	975	11.3%	1,344	15.2%	796	10.0%	1,013	13.3%	854	11.1%	58	7%
Continuing	4,851	49.7%	5,738	66.2%	4,869	55.0%	5,429	68.3%	4,334	56.9%	5,040	65.4%	(389)	-7%
Hour Load														
Less Than 6 Hours	3,175	32.5%	2,714	31.3%	2,618	29.6%	2,485	31.3%	2,201	28.9%	2,363	30.7%	(122)	-5%
6 -- 11.5 Hours	3,701	37.9%	3,291	38.0%	3,619	40.9%	2,998	37.7%	2,978	39.1%	2,932	38.0%	(66)	-2%
12 Hours or More	2,892	29.6%	2,660	30.7%	2,615	29.5%	2,462	31.0%	2,437	32.0%	2,411	31.3%	(51)	-2%
TOTAL ENROLL.	9,768	100.0%	8,665	100.0%	8,852	100.0%	7,945	100.0%	7,617	100.0%	7,706	100.0%	(239)	-3%
Total WSCH	84,011	100.0%	75,903	100.0%	78,370	100.0%	70,422	100.0%	69,933	100.0%	68,822	100.0%	(1,600)	-2%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

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